DOCUMENT RESUME

ED 096 279 SP 008 407

TITLE	So . . . You Are Ge ting a Student Teacher! A Handbook of Practica. Suggestions for Cooperating Teachers.
INSTITUTION	Maryland State Dept. of Education, Baltimore.
PUB DATE	74
NOTE	33p.
AVAILABLE FROM	Dr. Herman E. Behling, Jr., State Consultant, Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240 (no price quoted)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Classroom Observation Techniques; *Cooperating Teachers; Student Evaluation; *Student Role; *Student Teachers; *Teacher Role

ABSTRACT

This guide is directed toward the needs of supervising teachers and focuses on the role of the cooperating teacher. Part one, "Getting Ready for the Student Teacher," discusses conducting the initial student teacher visit and preparing for the student teacher's arrival by preparing the class, making notes for early conferences, considering the parents, studying the student teacher's background, and collecting materials. Part two, "Developing Competence in Planning and Teaching," discusses developing activities to help the student teacher begin teaching, planning for teaching, conferring with the student teacher, and relating to the college and the college supervisor. Part three, "Assessing and Guiding the Student Teacher's Performance," discusses resolving problems and assessing the student teacher through classroom observational systems and other techniques. Two appendixes and a 15-item bibliography are included. (PD)

ED 096279

SO...YOU ARE GETTING A STUDENT TEACHER!

BEST COPY AVAILABLE

A Handbook of Practical Suggestions
for
Cooperating Teachers

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Maryland State Department of Education
Office of Teacher Education
Division of Certification and Accreditation
Baltimore-Washington International Airport
P.O. Box 8717
Baltimore, Maryland 21240
1974

BEST COPY AVAILABLE

MARYLAND STATE BOARD OF EDUCATION

Members of the Board		Year Term Ends
Jerome Framptom, Jr. President	Federalsburg	1978
Richard Schifter Vice President	Bethesda	1974
Lawrence Miller	Baltimore	1977
Mrs. Roger W. Moyer	Annapolis	1977
Mrs. William F. Robie	Fort Washington	1975
Ross V. Smith	Thurmont	1974
William G. Sykes	Baltimore	1976

Secretary-Treasurer of the Board and State Superintendent of Schools
James A. Sensenbaugh

Deputy State Superintendent of Schools
Quentin L. Earhart

Assistant State Superintendent in Certification and Accreditation
Howard C. Allison

Consultant in Student Teaching
Herman E. Benling, Jr.

BEST COPY AVAILABLE

HANDBOOK COMMITTEE

Herman E. Behling, Jr., Chairman
Maryland State Department of Education

Mrs. Ruth Bunch
Anne Arundel County Public Schools

Mrs. Agnes Coale
Baltimore County Public Schools

Mrs. Shirley B. Colvin
Morgan State College

Warren Culbertson
Baltimore City Public Schools

Evelyn DiTosto
Maryland State Department of Education

Alyce M. Edwards
Bowie State College

William Gray
University of Maryland Baltimore County

Mrs. R. Margaret Hamilton
Frostburg State College

Mrs. Pauline V. Hobbs
Baltimore County Public Schools

William Lowman
Baltimore County Public Schools

George Petrlik
Howard County Public Schools

James Striby
The Maryland Institute

L. Earl Wellemeyer
Baltimore City Public Schools

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page

MARYLAND STATE BOARD OF EDUCATION II

HANDBOOK COMMITTEE III

TABLE OF CONTENTS IV

INTRODUCTION V

GETTING READY FOR THE STUDENT TEACHER

- PREPARING FOR THE STUDENT TEACHER'S ARRIVAL 1
- CONDUCTING THE INITIAL STUDENT TEACHER VISIT 3

DEVELOPING COMPETENCE IN PLANNING AND TEACHING

- DEVELOPING ACTIVITIES TO HELP THE STUDENT TEACHER BEGIN TEACHING 5
- PLANNING FOR TEACHING 6
- CONFERRING WITH THE STUDENT TEACHER 7
- RELATING TO THE COLLEGE AND THE COLLEGE SUPERVISOR 9

ASSESSING AND GUIDING THE STUDENT TEACHER'S PERFORMANCE

- ASSESSING THE STUDENT TEACHER'S GROWTH 11
- RESOLVING PROBLEMS 13

APPENDIX A—ROLE RELATIONSHIPS 15

APPENDIX B—SYSTEMS FOR ASSESSMENT 17

BIBLIOGRAPHY 26

BEST COPY AVAILABLE

INTRODUCTION

Teacher educators and student teachers generally agree that the most important experience in the teacher education program is student teaching, and that the most important person in supervising that experience is the cooperating teacher.

Each year approximately 1,000 classroom teachers in Maryland who have never supervised a student teacher nor completed a college course on the supervision of student teaching serve as cooperating teachers for the first time in their careers. This guide is directed toward the very real, practical needs of these teachers who are usually anxious to provide an excellent experience for the student teacher and are often perplexed about the many facets of supervising a student teacher. By relating to the teacher's need to improve his competencies to direct the learning program for the student teacher, this booklet should also be useful in developing the competencies of the new, inexperienced teacher.

The materials in this guide have been developed by teachers, supervisors, administrators, and college personnel with considerable experience in supervision and student teaching, and they are viewed as a supplement to "Guidelines for Student Teaching" developed by the Maryland State Department of Education in 1969. That pamphlet related to all personnel in student teaching whereas this one, which originated with and grew out of the efforts of the Baltimore Area Committee on Student Teaching, focuses on the role of the cooperating teacher. Further, this paper is designed to aid colleges and school systems and is not intended to supercede existing policies on student teaching.

We appreciate the efforts of the many teachers who contributed to this handbook and the critical review and helpful suggestions of L. O. Andrews and Evelyn DiTosto.

BEST COPY AVAILABLE

GETTING READY FOR THE STUDENT TEACHER

PREPARING FOR THE STUDENT TEACHER'S ARRIVAL

BEST COPY AVAILABLE

When it has been verified by your principal that you will be working with a student teacher during the next student teaching term, you will want to take steps to establish an atmosphere in which the student teacher can learn and grow professionally.

Prepare Your Class

A brief discussion with your students will help them be prepared for the student teacher's arrival. One of your primary responsibilities is to these students. You should help them understand that this person is a teacher from the local college who will be working with the class for a certain period of time and who should be given as much respect as any other teacher in the building. It should not be necessary to emphasize that you are the experienced teacher and he is the learner; this will be obvious to everyone. A more useful approach might be to emphasize the team teaching aspect of working with a new, maturing professional educator.

Make Notes for Your Early Conferences

Since you will assist the student teacher in developing his specific teaching activities, you should work with him and discover his strengths, interests, and needs. Both you and the student must first have a clear understanding of the way in which you view the role of the student teacher. He will be concerned about his responsibilities for significant portions of the learning program, the evaluation of students' work, and his authority in the classroom; you will be concerned about the students and their instructional programs as well as the student teacher.

Prior to the student teacher's arrival, identify possible units of work for which he can assume responsibility, and note the kinds of planning activities which he can develop from the very beginning of the student teaching period. The student teacher will need a gradual induction into the program, with some activities commencing from the first day; he should know approximately when he will assume responsibility for various facets of the program. These considerations will become increasingly important as the student teaching term progresses, and the clearer your early thinking is about his role, the more likely it is that there will be success and satisfaction among all the participants — the students, the new teacher, and you, the cooperating teacher. It is important that the student teacher understands such things as your working style, how you want the student to relate to you, and when you want lesson plans handed in.

Consider the Parents

The parents should be informed that a student teacher will be participating in the school's instructional program. A newsletter could accomplish the purpose of announcing the arrival of the student teacher and enumerating the value to the school program of having the student teacher, such as:

— Providing teaching assistance
— Reducing the pupil-teacher ratio
— Bringing new ideas and offering innovative approaches to the classes.

All too often it is assumed that parents understand the student teaching aspects of a teacher education program. Their understanding could be a real boon for public relations and the support of teacher education.

BEST COPY AVAILABLE

Study the Student Teacher's Background

The college should have provided you, either verbally or in writing, background information which indicates the kinds of skills and abilities the student teacher acquired through his college experiences. If you have not been contacted by the week the student teacher is to arrive, request that the central office person in your school system responsible for coordinating the student teaching program obtain needed information for you. If there is no such coordinator, call the college director of student teaching for assistance.

As you examine background data, try to learn something about the strengths and needs of the students. You might ask yourself, "What is a good way, in view of this person's previous experience, to get the student teacher quickly and actively involved in the teaching program?" "Has he had previous experience teaching in church programs? . . . recreational activities? . . . in summer camp?" "What can he do the first day — other than observe?"

You should also obtain some information concerning the college's objectives for the student teaching program. Many colleges have handbooks available for this purpose. Since you are the person who will have primary responsibility for directing the day-to-day aspects of the college's student teaching program for this student, you need to have a good understanding of what you are expected to achieve. The college coordinator can supply invaluable assistance in this area. You should feel free to call upon him for guidance as needed. Possibly you have already been included in a conference sponsored by the college to give the college and the public schools an opportunity to develop the goals for student teaching. In this event, you should already know what is expected.

Collect Materials

Give some thought to your school building, the school schedule, and school and classroom routines, and remember that the student teacher will need to be oriented to these facets of school life which have become "second nature" to you. If your building is very large, a school map may be useful.

If the school schedule is somewhat difficult to understand, have one within easy access and be prepared to explain its intricacies. Having such a folder of items available when the student arrives will help him understand that you have been anticipating his arrival and will make him feel that this is going to be a good place to work.

The student teacher will need a place in the classroom which is his — to keep his books, supplies, and other teaching materials. If it is at all possible, provide a desk. If not, clear a desk drawer or cabinet space for him. If you have an office, share this with him and invite him to use the appropriate areas for preparation of teaching materials. Audiovisual equipment, school supplies, and duplicating materials and equipment should be as available to the student teacher as they are to you. If there are cautions or restrictions, help the student teacher understand these, but be sure that he has access to the creative tools which make your teaching exciting and which can make student teaching a rewarding and fascinating experience for him.

The end of the student teaching term will arrive all too quickly, and the better you are prepared—beginning with the first day—the more you will be able to accomplish. For the cooperating teacher who agrees to devote much time and energy to a student teacher, the major reward is seeing that person begin to mature as a professional educator. The more specific your planning for the student teacher, the more likely you are to obtain this reward.

CONDUCTING THE INITIAL STUDENT TEACHER VISIT

BEST COPY AVAILABLE

Each student teacher should be given the opportunity to visit with his prospective cooperating teacher prior to the beginning day of student teaching. Both student and teacher will thus have an opportunity to learn about each other and to complete a preliminary orientation that will make the first days mutually successful.

The feasibility of implementing the suggested activities that follow will vary. However, it is hoped that during the initial visit many of the topics will be approached, and that most of them will be completed by the end of the student teacher's first week in the school. Other topics will be added when their needs become evident in a particular situation.

1. What does the student teacher expect of himself?
2. What does the college expect of the student teacher?
3. What do you expect of the student teacher?
4. What must the student teacher expect of the students he is teaching?
5. What does the school expect of the student teacher?
6. What can the student teacher expect of the school?
7. What is expected of the other faculty members in the school to make the student teacher feel welcome?

Administrators, auxiliary personnel, and people in special areas may be helpful in orienting him to various aspects of the school program. For example, the principal may give an overview of his role and administrative policies; media center personnel may wish to discuss their roles and services; a student may be asked to give a guided tour of the school.

Since the above discussions can be lengthy, it is recommended that summary information be given during the initial visit and intricate details filled in appropriately during the student teacher's stay.

Attendance expectations should be made clear from the beginning. Usually, the student teacher should follow the same attendance policy as the faculty, and the cooperating teacher should view this aspect of the orientation as very important. Further, the student teacher should understand the acceptable procedure for notifying appropriate personnel of absence.

If students are assigned to "centers" or if several students are placed in the same school, arrangements may be made to set aside the same period of time (a seminar session) when all persons involved can participate in private sessions, small groups, and large groups.

BEST COPY AVAILABLE

DEVELOPING COMPETENCE IN PLANNING AND TEACHING

BEST COPY AVAILABLE

DEVELOPING ACTIVITIES TO HELP THE STUDENT TEACHER BEGIN TEACHING

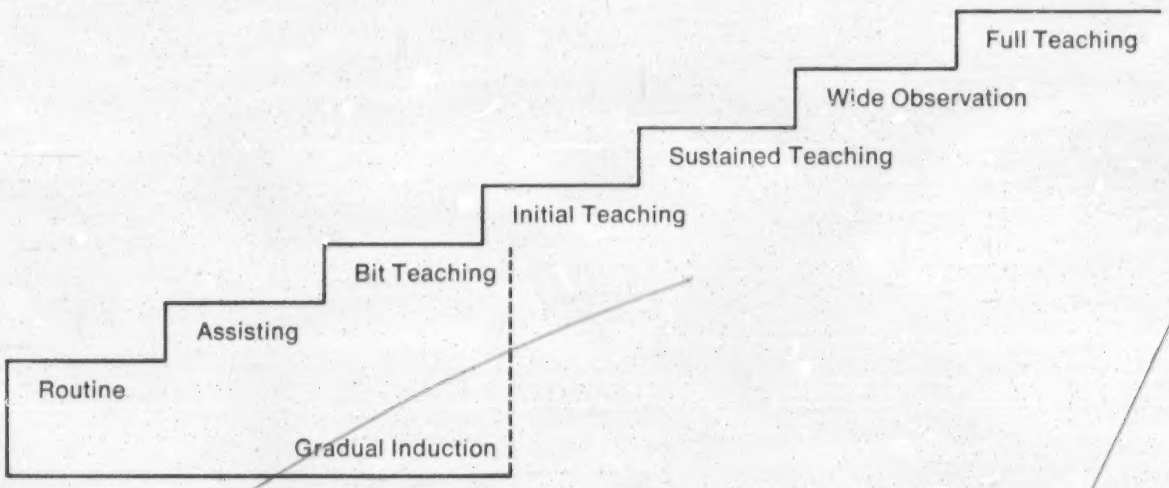
DEVELOPING ACTIVITIES TO HELP THE STUDENT TEACHER BEGIN TEACHING

Prior to accepting responsibility for teaching an entire class, the student teacher can engage in a number of other kinds of activities. The selection of activities by the cooperating teacher and the student teacher should be based on an analysis of the student teacher's background, which should help identify the most beneficial activities for the student teacher.

It is important that a balance between the type and duration of the activities be achieved, and it is necessary for the cooperating teacher to assess the complexity of the possible activities and schedule them according to the student teacher's readiness to participate in them.

L. O. Andrews has conceptualized a plan for assisting the cooperating teacher in the gradual induction of the student teacher into in-depth teaching.

The Andrews' Model



Gradual induction — Student Teaching is an intensely personal, emotional experience, and students have the widest variations in their readiness to meet the demands made of them. Each student teacher should be directed through a planned sequence of increasingly responsible induction activities, constantly adapted to his needs and demonstrated competence. Three distinct types can be used concurrently: (1) assuming routine, non-instructional activities from the first day; (2) assisting the teacher in the widest variety of teaching activities both in and out of class; (3) and participating in carefully planned, brief "bit" teaching activities of an increasingly complex and demanding nature.

Initial teaching — As soon as readiness is judged adequate, the student teacher is carefully directed in taking over some continuing, responsible, full-time teaching, but with detailed planning and frequent, cooperative evaluation.

A partnership in teaching and learning — Each student teacher should experience some extended periods of alternate, full-responsibility teaching with the regular teacher and, where available, some experience in more formally conceived team teaching. Through demonstrating increasing professional competence, each student teacher earns the right to exercise greater independence of judgment and decision making.

BEST COPY AVAILABLE

Broadened opportunities for observation — After initial teaching and the first stages of sustained teaching, each student teacher should be directed in the broadest range of professional observations and limited participation experiences throughout the school and community.

Professional evaluation — From the very beginning, student teachers should experience a cooperative professional process of evaluation, designed to promote their well-rounded professional and personal growth and especially their growth in self-evaluation.

Since the primary objectives are to heighten the student's perceptions of teaching and to increase his ability to work effectively with children, the traditional practice of increasing the student's participation until he is teaching the entire day may not be the best. Often, a program which intersperses periods of observations throughout the student teaching experience will more likely increase the student's perceptions and skills than will increased participation alone.

Primary emphasis should be placed on individualizing the student teaching program so that it is really tailored to the specific, individual needs of the student teacher.

PLANNING FOR TEACHING

The student teacher preparing for his first experience before a class is often apprehensive about his ability to handle the subject matter as well as his ability to interest students and establish good rapport with them. The security of a carefully developed lesson plan will do much to allay these apprehensions.

It should be emphasized to the student teacher that good planning is perhaps the most important ingredient in successful teaching. Pupils will be observing the student teacher very carefully to determine whether or not he "knows what he's doing." It is important for the student teacher to know precisely what he wants to do at any time, for this knowledge makes the student teacher more secure. This security is transmitted to the students, and the basis for an effective teaching-learning situation is established.

Before effective planning can begin, several factors must be considered:

A. Building background builds confidence!

— The student teacher should have sufficient time to read and review the texts and other materials that will be available for the units under consideration.

B. Knowing the students is essential for planning!

— The student teacher should review records and make some personal contacts with the students to determine their abilities, interests, and backgrounds.

C. Thinking through the plan is a must!

— As he considers both the students and the possible content, the student teacher learns to think through this plan, to select appropriate content, to evaluate possible procedures, and to make at least tentative decisions about the activities or procedures that will be most effective with particular students or groups. At this point he is ready to tackle a long range plan.

Using this plan as a base, the student teacher should begin to develop daily lesson plans which should be completed several days before they are to be taught, so that discussions can be held with the cooperating teacher and the plans revised accordingly. Since the cooperating teacher is responsible for the learning that takes place in the classroom, it is suggested that no student teacher be allowed to present a lesson unless the plan has been read and approved by the cooperating teacher.

BEST COPY AVAILABLE

The daily lesson plans should be of sufficient detail to allow the cooperating teacher to evaluate them and to allow the student teacher to use them with confidence.

Although there is no single lesson plan format that must be followed, a good lesson plan should include, at least, the following areas:

1. **Objectives** — These should be clearly stated, in behavioral terms, if applicable.
2. **Materials** — A list of the specific materials needed in the lesson should be included.
3. **Procedures** — The body of the lesson contains the motivation and the specific sequence of activities that will be employed in the lesson. The amount of detail required by the cooperating teacher will be determined by the individual needs and strengths of the student teacher.
4. **Evaluation** — An assessment of student progress which tests whether or not the objectives of the lesson have been met is needed. In addition, how does the student teacher assess himself in relation to the accomplishment? How perceptive is the student teacher in this assessment?

It must be emphasized that each plan devised must be flexible enough to meet changes that inevitably occur in lessons. Student teachers should be encouraged to anticipate potential difficulties in the teaching strategy and be prepared to handle any difficulties that may occur. This will reduce the need for change in the lesson.

The importance of the planning — both long-range and daily — cannot be over emphasized. The first long-range plans and the first several weeks of daily plans should result from the sharing of ideas by the student and the cooperating teacher, and the written plans should be examined with particular care by the cooperating teacher. This procedure will set a pattern which can be altered as the student's plans improve and as he achieves greater independence in his planning.

Most students profit greatly from detailed lesson plans at first; but they need help in making steady progress toward a type of planning which they can carry on as a full-time beginning teacher in a self-contained classroom with eight or more preparations or with as many as six secondary classes and five preparations.

In summary, it must be stated again that planning is a very important key to success in teaching. Careful planning of what is to be taught and how the teacher will attempt to bring about results is a daily occurrence for the teacher and should be a part of the student teacher's routine.

CONFERRING WITH THE STUDENT TEACHER

The conference with the student teacher provides an opportunity to relate to the teaching-learning situation and for the cooperating teacher to give some highly individualized instruction. Through these discussions, the student teacher can focus upon an analysis of his teaching and improve his competencies.

Considering the state of research on teaching which now provides many objective systems for analyzing teaching and the student's need to develop valuable skills throughout his career, the conference provides a unique opportunity. The student is not best served by constantly focusing on generalized ideas and subjective comments about the lesson which was recently observed. Rather, the student will be given life-long help by the cooperating teacher who attempts to relate to the central matters of teaching — not the peripheral ones, such as appearance, the height of the shades, and the like.

BEST COPY AVAILABLE

McGeoch and Lindsey emphasize the need to give the conference direction:

> The individualized teaching which takes place in the supervisory conference tends to rely upon giving general, rather than specific, help and upon the subjective, rather than the objective, analysis of performance by student teachers. Emphasis tends to be upon emotional climate in the classroom, on rapport between pupils and student teachers, and on personality factors. Desirable as these emphases are, they have often been disproportionate in relation to other dimensions of the teaching-learning situation.[1]

The objective is to give the student the tools he will need to make him a critical analyst of teaching, with a view toward trying to determine what is effective teaching.

Bellack's[2] studies of "The Language of the Classroom," Galloway's[3] work in non-verbal communication, and Flander's[4] system of analyzing verbal interaction may be useful.

Where a specific aspect of teaching is chosen as the focus, the conference can be a valuable tool for gathering data, analyzing that information, and planning strategies for the next teaching episode.

The Successful Conference

A skillfully conducted conference will help the student teacher see purpose and direction in his performance, know his strengths and the skills he should develop, and find better ways of teaching.

Bebb, Low, and Waterman point out that not all conferences achieve these objectives:

> A poorly conducted conference may leave the student teacher bewildered, resentful, with self-confidence impaired, and still without definite plans for change. . . . A supervisor may avoid situations requiring direct analysis or advice, thus depriving both himself and the student teacher of a valuable learning experience.[5]

A pleasant and productive conference has five essential aspects.

1. Appropriate preparation is needed for an effective conference. The time, place, and subject matter of the conference should be important aspects of the plan.
2. The conference must begin on a positive note to be successful. It can get to sensitive items without being disagreeable.
3. Good human relations must be conducted throughout the conference. Recognition of the student's feelings, his need for help, and his need to be successful are important aspects of a successful conference.
4. The conference should focus on one or two important items. If the conference focuses on too many items, the student may feel frustrated.
5. A successful conference must end with some definite plan of action.

One guiding principle should be that cooperating teachers should not do all the talking during the conference. It should not, in effect, simply be an exposition by the cooperating teacher to the student teacher. Effective conferences involve a mutual exchange of ideas and a discussion of points by all concerned. Here good listening skills can be developed.

---

[1] Dorothy M. McGeoch and Margaret Lindsey, "Supervisory Conferences and the Analysis of Teaching," *The Study of Teaching*, Edited by Dean Corrigan, (Washington, D.C.: Association for Student Teaching, 1967), p. 64.
[2] Arno Bellack and Joel R. Davitz, *et al.*, "The Language of the Classroom," *Teaching: Vantage Points for Study* (Philadelphia: J. B. Lippincott Co., 1968), p. 86.
[3] Charles Galloway, "Nonverbal Communication," *Theory Into Practice* (Vol. VII, No. 5, December 1968), p. 177.
[4] Ned A. Flanders, "Teacher Influence in the Classroom," *Theory and Research in Teaching*, Edited by Arno A. Bellack, (New York: Bureau of Publications, Teachers College, Columbia University, 1963), p. 44.
[5] Aldon M. Babb, Arlene F. Low, and Floyd T. Waterman, *Supervisory Conference as Individualized Teaching*, (Washington, D.C.: The Association for Student Teaching, 1969), p. 21.

BEST COPY AVAILABLE

The Final Conference

When there have been continuous dialogue and evaluation, the final conference and the discussion of final evaluation sheets should not be too difficult. The cooperating teacher has a record of the activities, has the conference notes, is familiar with both negative and positive aspects of the program, and is aware of improvements that should be made. There should be some input into this final evaluation by the student teacher. All of the items on the final evaluation should have been discussed during the student teaching period. This is not a time for surprises. Following the discussion, the student teacher should read and sign the evaluation.

The truly successful conference can also provide considerable satisfaction to the cooperating teacher. If he listens carefully to the views of his maturing colleague, tries to understand new ideas in teacher education, and accepts some of the student teacher's views of the cooperating teacher's classroom performance, the conference can be very rewarding.

RELATING TO THE COLLEGE AND THE COLLEGE SUPERVISOR

The Role of the College Supervisor

The college supervisor of student teaching has the responsibility for coordinating the resources of the college and the public schools for teacher education. He is the link between the college and the student teacher.

The college supervisor usually supervises student teachers in several different schools and develops a broad perspective in relation to the abilities and needs of both the student teachers and the cooperating teachers with whom he works. Since appropriate placement is essential for a successful student teaching program, he often makes recommendations for the placement of student teachers based upon his knowledge of the individuals involved.

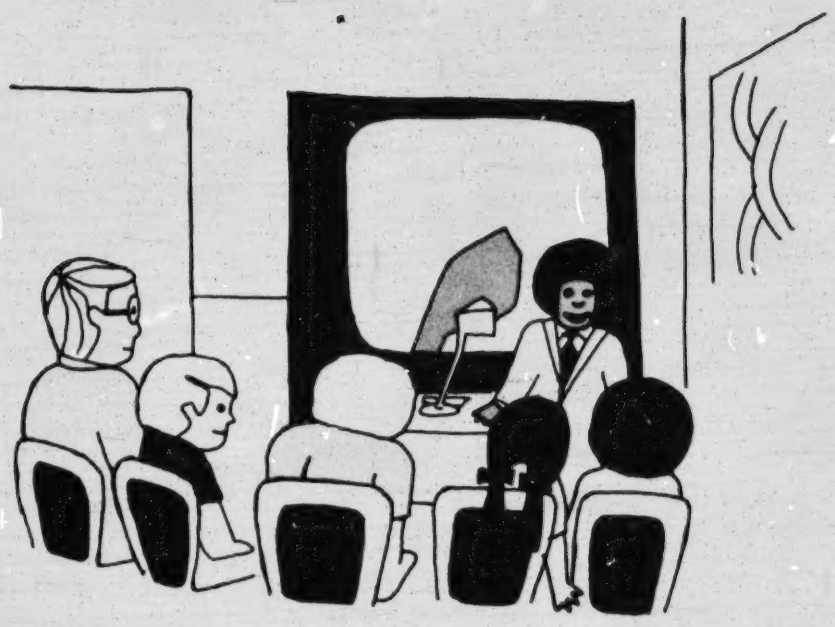
While the college supervisor works with a new cooperating teacher, he has the added responsibility of orienting the cooperating teacher by explaining the scope of his responsibility, his duties, and his obligations and by informing him of the assistance he can expect from the college. Such orientation is often planned with supervisors from the schools and may develop into long-term inservice programs and workshops geared to both new and experienced cooperating teachers.

Although the coordinator of a teacher education center assumes some responsibility for the evaluation of student teachers, he is a generalist even in the secondary school situation. The evaluation of student teachers is, therefore, undertaken by the coordinator, a cooperating teacher, and a department chairman in the given discipline. After a center has been in operation for two or three years, a substantial number of cooperating teachers will have received training in evaluative and supervisory techniques and will be prepared to assume greater responsibility in these roles.

For a delineation of the roles of the cooperating teacher and other personnel, see Appendix A.

BEST COPY AVAILABLE

ASSESSING AND GUIDING THE STUDENT TEACHER'S PERFORMANCE



BEST COPY AVAILABLE

ASSESSING THE STUDENT TEACHER'S GROWTH

Assessing a student teacher's competencies for teaching is an ongoing process. For the supervising teacher who must offer objective and critical analyses of teaching as a means of helping the teacher to grow, assessment is not an easy task. A systematic study of teaching by the supervising teacher entails a number of skills. One of these skills is the collection and interpretation of data based upon systematic observations of the student teacher. Once the data are collected, the supervisor shares this information with the student teacher and analyzes his behavior in order to affect a change in the student teacher's performance.

Systematic analysis of collected data in teaching, according to Berman and Usery, moves one aspect of supervision from "I think" to "This is what happened."[6] There has been a proliferation of instruments for quantifying events observed in a classroom instructional setting. The anthology, *Mirrors for Behavior,*[7] contains 92 observational systems. Of these, 76 have been used for observation in schools or school-like settings.

Therefore, the purpose intended in this section on assessment is to make the cooperating teacher aware of several common observational instruments used in Maryland colleges and elsewhere. It is hoped that those colleges desiring these systems for their student teachers will also plan to develop the cooperating teacher's skill to use them.

Assessment Through Classroom Observational Systems

Several observational systems are described below which can assist the cooperating teacher in analyzing teaching. Specific tools related to these systems are found in Appendix B.

The Aschner-Gallagher Scale[8] has been developed to categorize intellectual levels of classroom questions. The categories are cognitive memory, convergent thinking, evaluative thinking, and divergent thinking. Using this category system in observing segments of teaching can reveal low or higher order questioning skills which result in either low or higher order thinking of children. The first category of cognitive memory represents simple reproduction of facts, recall, etc., to evaluative questioning which deals with matters of judgment, value, and choice.

The Aschner-Gallagher Scale for Classroom Questions is not difficult to use or interpret. A knowledge of Bloom's Taxonomy of Educational Objectives: Cognitive Domain[9] clarifies the concepts. A self-instructional module on Bloom's materials is available in the Maryland State Department of Education.

Brown et al — Taxonomy of Cognitive Behavior[10] is an observational system designed to measure the cognitive behavior of both students and teachers. It is a system of items organized in a somewhat hierarchial order from the more simple to the more complex cognitive activities. The Taxonomy of Cognitive Behavior (TCB) precisely defines and measures the allegation that teachers emphasize the acquisition of information and neglect the development of cognitive processes needed in dealing with knowledge.

Training is necessary to use the TCB. Video tape sequences have been used for training purposes.

---

[6] Louise M. Berman and Mary Lou Usery, *Personalized Supervision: Sources and Insights* (Washington, D.C.: The Association for Supervision and Curriculum Development, 1966), p. 39.
[7] A. Simon and E. G. Boyer (Eds.), *Mirrors for Behavior: An Anthology of Classroom Observation Instruments*, Vols. 1-14 and *Summary* (Philadelphia: Research for Better Schools, 1967-1970.)
[8] Mary Jane Aschner and James J. Gallagher, "A Preliminary Report on Analyses of Classroom Interaction," *Merrill-Palmer Quarterly*, July 1963, pp. 183-194.
[9] B. S. Bloom *et al., Taxonomy of Educational Objectives: Cognitive Domain* (New York: Longmans Green and Co.), 1956.
[10] Bob Burton Brown *et al.*, "Taxonomy of Cognitive Behavior," *an unpublished paper*, 1968.

BEST COPY AVAILABLE

Flanders[11] has found that two-thirds of classroom interaction is talking. Two-thirds of the talking is produced by the teacher. In addition, about two-thirds of this talk is direct (teacher behavior which limites pupil freedom). The *Flanders' Interaction Analysis Scale* is a technique for observing classroom climate (classroom behavior) using a system of ten categories. Within the ten categories, teacher talk and student talk are observed. Teacher talk is also categorized as direct and indirect.

Training in the use of the instrument is necessary. Self-instructional modules have been developed for individual training.

Galloway's Analysis of Non-Verbal Communication[12] deals with two categories for non-verbal communication to further describe each category of the Flanders' System of Verbal Interaction. With the exception of Flanders' first category, there is one non-verbal category to be used when the teacher encourages interaction and one non-verbal category for use when the teacher restricts interaction.

Galloway's system does not attempt to cover all of the kinds of non-verbal communication given by the teacher, but it does give very useful information in several important areas.

Medley and Mitzel — The OScAR (Observation Schedule and Record)[13] is an instrument devised to provide quantitative data regarding behaviors of beginning teachers. This scale permits the recording of as many significant aspects of what goes on in the classroom as possible. The categories are activities, grouping, instructional materials, and teacher behavior which are subcategorized into five areas.

Training is necessary to use the OScAR scale.

Ober — The Reciprocal Category System (RCS)[14] is an outgrowth and modification of the Flanders Interaction Analysis System of Verbal Behavior. The RCS consists of nine verbal categories, each of which can be assigned to either teacher or student talk, and a single category reserved for silence or confusion. The RCS data can reveal the extent of Teacher Talk, Teacher-Student Talk, Student-Teacher Talk, and Student-to-Student Talk.

The mechanics of interaction analysis are simple and not difficult to master with training.

The observational scales described here are but a small sampling of ways which have been developed for studying teaching. Additional systems can be found in *Mirrors for Behavior*[15] and other publications on teacher education and educational research.

Selected concepts and categories from the various systems can be useful in providing a focus and a language for gathering and interpreting data concerning the teaching performance of student teachers.

---

[11] Ned A. Flanders, *op. cit.*, p. 44.
[12] Charles Galloway, *op. cit.*, p. 177.
[13] Donald M. Medley and Harold E. Mitzel, "A Technique for Measuring Classroom Behavior," *Journal of Educational Psychology*, IL (April 1958), 86-92.
[14] Richard Ober, *et al*, *Systematic Observation of Teaching* (Englewood Cliffs, N.J.: Prentice Hall, 1971).
[15] A. Simon and E. G. Boyer (Eds.), *op. cit.*

BEST COPY AVAILABLE

Other Assessment Techniques

Assessment can occur in informal ways through check lists devised by the cooperating teacher's continual evaluation. The audio-tape cassette is another important tool for recording teaching situations for self-analysis, peer analysis, or student teacher-cooperating teacher analysis. The audio recording can focus on classroom interaction, principles in teaching content, etc. Video taping can be used to note both non-verbal and verbal communication and other specific teaching skills.

A systematic approach to studying the student teacher's experience gives a more accurate account of the final evaluation or report submitted by the cooperating teacher. The final written report may be recorded in a variety of ways. However, the significance of recounting strengths and weaknesses which have been studied daily throughout the student teaching experience will strengthen the perspective of the final report. Whatever its form, this statement becomes a part of the student teacher's permanent records and is viewed by future employers as they evaluate a candidate's abilities. School system personnel offices have revealed that this report is very important in terms of whether or not that office accepts or rejects prospective candidates for teaching positions.

In summary, a variety of techniques should be used to assess the student teacher's performance and growth in the classroom.

RESOLVING PROBLEMS

Despite the best efforts of all, special problems will arise which cause anxiety for you or for the student and, if serious, threaten the success of the student teacher's program. When such problems cannot be resolved, seek assistance from school or college staff members who can share your concerns and offer possible solutions:

- If the student teacher fails to report to the assignment, contact the member of the school staff who assigned the student to you. That person will then contact the college.
- If the student is consistently late or absent, inform both your principal and the college supervisor and confer with the student teacher.
- If the situation between cooperating teacher and student is incompatible or seems to warrant the transfer of the student, discuss the matter with your principal, with the college supervisor, and with the school supervisor or other staff member responsible for the assignment.
- If a conflict arises regarding local school policy and procedures and college policies, inform the principal who can initiate any additional contacts he deems necessary.
- If a conflict arises between cooperating teacher and college supervisor, discuss the matter with the principal and with the staff person responsible for student teaching assignments.

The cooperating teacher will usually be able to decide upon the proper persons to approach when assistance is needed. Most often, as indicated above, those persons will include either the principal or the staff person who coordinates student teacher assignments for the system and maintains liaison with the colleges.

In summary, this handbook should be useful to the cooperating teacher as he guides the student teacher into the profession through his field experiences.

BEST COPY AVAILABLE

APPENDIX A

ROLE RELATIONSHIPS

BEST COPY AVAILABLE

A SUGGESTED DIVISION OF THE RESPONSIBILITY BETWEEN THE COLLEGE SUPERVISOR (CS) AND THE COOPERATING TEACHER (CT) FOR SUPERVISING A STUDENT TEACHER (ST)*

College Supervisor's Responsibility	Joint Responsibility	Cooperating Teacher's Responsibility
Placement: Proposes the best possible placement for a given ST.	Principal confers with CS, CT or both on placement	Gives approval or disapproval of the request for the assignment of an ST as desirable or undesirable for that student at that time.
Information exchange: Provides CT with broad dimensions of ST's experience, professional and personal data, summary of college program, and proper channels to contact college.	ST gives such information as schedule, address and telephone number to both CT and ST.	Treats information on ST confidentially. Shares personal interests and preferences with ST.
Initial period: Checks the adequacy of placement with ST and CT, and helps the CT set up a desirable plan for activities for each ST.	Participates in two-way or three-way planning conferences.	Helps the ST feel accepted and wanted, and directs a carefully planned program of increasingly responsible induction activities.
Observation: Visits the school regularly and maintains frequent contact with the CT and ST.	Observes the ST at work.	In a team relationship, CT remains with ST approximately 80 percent of the time with planned absence to promote ST independence.
Conferences: Conducts initial and continuing group seminar on or off campus. Confers with ST following each observation.	Either or both CT and ST hold informal and arranged conferences with ST.	Continues daily informal conferences for planning and evaluation, plus frequent scheduled conferences. Calls on CS for suggestions and assistance.

* L. O. Andrews, *Student Teaching* (New York: The Center for Applied Research in Education, Inc.), pp. 71-72.

BEST COPY AVAILABLE

A SUGGESTED DIVISION OF THE RESPONSIBILITY BETWEEN THE COLLEGE SUPERVISOR (CS) AND THE COOPERATING TEACHER (CT) FOR SUPERVISING A STUDENT TEACHER (ST) (Cont'd.)

College Supervisor's Responsibility	Joint Responsibility	Cooperating Teacher's Responsibility
ST Relationships: Help ST resolve any problems of relationships with all persons involved. Helps ST understand differences in philosophy between school and college.	Help ST solve some of his own professional and related personal problems.	Supports ST and maintains a permissive climate with ST as a respected professional associate. Checks to be sure ST operates within official school policies.
Inadequate ST: Confers with principal and CT when serious problems arise. Arranges for the removal of ST when such a decision is made.	Keeps the channels of communication open both ways. Both CT and ST protect the best interest of the pupils.	Keeps the CS and principal informed of ST's deficiencies. Teaches temporarily while case is studied, and ST observes CT and other teachers.
Evaluation: Develops estimate of ST's progress from reports of CT and observations. Gathers evidence from all parties concerned, decides on a final grade, and reports it to the Registrar. Holds final evaluation conference with ST. Writes a recommendation for the placement office.	Carries on a continuous program of evaluation of the ST's progress and the effectiveness of his planning jointly with him, including three-way conferences. Helps ST develop self-evaluation.	Gathers data for the CS to be used in the final evaluation of the ST. Holds informal mid-term stock-taking conference, and informal final conference directed toward adjustment in a regular teaching position.

BEST COPY AVAILABLE

APPENDIX B

SYSTEMS FOR ASSESSMENT

THE ASCHNER-GALLAGHER SYSTEM[1]

BEST COPY AVAILABLE

1. Cognitive-memory. Anything which can be retrieved from the memory bank.	What's 3×6? When did Columbus sail for America?
2. Convergent. A question whose single right answer may be obtained by the application of a rule or procedure.	What's $436 \div 21$? What's 3 to base 2?
3. Divergent. More than one acceptable answer is possible. The student is permitted to choose between alternatives or to create ideas of his own.	What is 10 to three other bases? What might have been some effects on the course of history if Columbus had not lived?
4. Evaluative. Development of relevant criteria, such as usefulness, desirability, social consequences is implied, then the criteria is applied to the issue.	Is 10 the best base for a number system? How do you evaluate the effects of Columbus's voyage?

Your Instructions:

Organize in small groups (5-7), and generate examples of questions which might be asked illustrating each of these levels. If you can, formulate questions in different subject matters which might be asked at different grade levels, and perhaps even examples in which the same general topic might be dealt with by a question at each cognitive level.

[1] Mary Jane Aschner and James J. Gallagher, *op. cit.*, pp. 183-194.

BROWN ET AL — TAXONOMY OF COGNITIVE BEHAVIOR[1]

BEST COPY AVAILABLE

Florida Taxonomy of Cognitive Behavior

TOT T*	P*	T/P	T/P	T/P	T/P	T/P	
							1.10 KNOWLEDGE OF SPECIFICS
							1. Reads
							2. Spells
							3. Identifies something by name
							4. Defines meaning of term
							5. Gives a specific fact
							6. Tells about an event
							1.20 KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS
							7. Recognizes symbol
							8. Cites rule
							9. Gives chronological sequence
							10. Gives steps of process, describes method
							11. Cites trend
							12. Names classification system or standard
							13. Names what fits given system or standard
							1.30 KNOWLEDGE OF UNIVERSALS AND ABSTRACTIONS
							14. States generalized concept or idea
							15. States principle, law, theory
							16. Tells about organization or structure
							17. Recalls name of principle, law, theory
							2.00 TRANSLATION
							18. Restates in own words or briefer terms
							19. Gives concrete example of an abstract idea
							20. Verbalizes from a graphic representation
							21. Translates verbilization into graphic form
							22. Translates figurative statements to literal statements, or vice versa
							23. Translates foreign language to English, or vice versa
							3:00 INTERPRETATION
							24. Gives reason (tells why)
							25. Shows similarities, differences
							26. Summarizes or concludes from observations of evidence
							27. Shows cause and effect relationship
							28. Gives analogy, simile, metaphor
							29. Performs a directed task or process

[1] Bob Burton Brown *et al.*, *op. cit.*

BEST COPY AVAILABLE

BROWN ET. AL. (CONT'D) Florida Taxonomy of Cognitive Behavior

TOT T	P	T/P	T/P	T/P	T/P	T/P		
							4.00	**APPLICATION**
							30.	Applies previous learning to new situation
							31.	Applies principle to new situation
							32.	Applies abstract knowledge in a practical situation
							33.	Identifies, selects, and carries out process
							5.00	**ANALYSIS**
							34.	Distinguishes fact from opinion
							35.	Distinguishes fact from hypothesis
							36.	Distinguishes conclusion from statements which support it
							37.	Points out unstated assumption
							38.	Shows interaction or relation of elements
							39.	Points out particulars to justify conclusion
							40.	Checks hypothesis with given information
							41.	Distinguishes relavent from irrelavent statements
							42.	Detects error in thinking
							43.	Infers purpose, point of view, thoughts, feelings
							44.	Recognizes bias or propaganda
							6.00	**SYNTHESIS (Creativity)**
							45.	Reorganizes ideas, materials, process
							46.	Produces unique communication, divergent idea
							47.	Produces a plan, proposed set of operations
							48.	Designs an apparatus
							49.	Designs a structure
							50.	Devises scheme for classifying information
							51.	Formulates hypothesis, intelligent guess
							52.	Makes deductions from abstract symbols, propositions
							53.	Draws inductive generalization from specifics
							7.00	**EVALUATION**
							54.	Evaluates something from evidence
							55.	Evaluated something from criteria

* T—teacher P—pupil

FLANDERS' INTERACTION ANALYSIS SCALE[1]

BEST COPY AVAILABLE

TEACHER TALK	Indirect Influence	1. Accepts Feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2. Praises or Encourages: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "um hm" or "go on" are included. 3. Accepts or Uses Ideas of Student: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his ideas into play, shift to category five. 4. Asks Question: asking a question about content or procedure with the intent that a student answer.
	Direct Influence	5. Lecturing: giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions. 6. Giving Direction: directions, commands, or orders to which a student is expected to comply. 7. Criticizing or Justifying Authority: statements intended to change student behavior from non-accept to acceptable pattern; bawling someone out; stating why the teacher is doing; extreme self-reference.
STUDENT TALK		8. Student Talk — Response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. Student Talk — Initiation: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. Silence or Confusion: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

[1] Ned A. Flanders, *op. cit.*, p. 44.

BEST COPY AVAILABLE

GALLOWAY'S ANALYSIS OF NONVERBAL COMMUNICATION[1]

Summary of Categories for Interaction Analysis Using Nonverbal Categories				
		Verbal (Flanders)	Nonverbal (Galloway)	
			Encouraging	Restricting
TEACHER TALK	Indirect Influence	1. ACCEPTS FEELING	1.	11.
		2. PRAISES OR ENCOURAGES	2. CONGRUENT: nonverbal cues reinforce and further clarify the credibility of a verbal message.	12. INCONGRUENT: contradiction occurs between verbal and nonverbal cues.
		3. ACCEPTS OR USES IDEAS OF STUDENT	3. IMPLEMENT: implementation occurs when the teacher actually uses student's idea either by discussing it, reflecting on it, or turning it to the class for consideration.	13. PERFUNCTORY: perfunctory use occurs when the teacher merely recognizes or acknowledges student's idea by automatically repeating or restating it.
		4. ASKS QUESTIONS	4. PERSONAL: face-to-face confrontation.	14. IMPERSONAL: avoidance of verbal interchange in which mutual glances are exchanged.
	Direct Influence	5. LECTURES	5. RESPONSIVE: change in teacher's pace or direction of talk in response to student behavior; i.e., bored, disinterested, or inattentive.	15. UNRESPONSIVE: inability or unwillingness to alter the pace or direction of lecture disregarding pupil cues.
		6. GIVES DIRECTIONS	6. INVOLVE: students are involved in a clarification or maintenance of learning tasks.	16. DISMISS: teacher dismisses or controls student behavior.
		7. CRITICISMS OR JUSTIFIED AUTHORITY	7. FIRM: criticisms which evaluate a situation cleanly and crisply and clarify expectations for the situation.	17. HARSH: criticisms which are hostile, severe, and often denote aggressive or defensive behavior.
STUDENT TALK		8. STUDENT TALK-RESPONSE	8. & 9. RECEPTIVE: involves attitude of listening and interest, facial involvement, and eye contact.	18. & 19. INATTENTIVE: involves a lack of attending eye contact and teacher travel or movement.
		9. STUDENT TALK-INITIATION		
		10. SILENCE OR CONFUSION	10. COMFORT: silences characterized by times of reflection, thought, or work.	20. DISTRESS: instances of embarrassment or tension-filled moments, usually reflecting disorganization and disorientation.

[1] Charles Galloway, *op. cit.*, p. 177.

BEST COPY AVAILABLE

OBER — THE RECIPROCAL CATEGORY SYSTEM (RCS)[1]

Category Number Assigned to Party 1 [a]	Description of Verbal Behavior	Category Number Assigned to Party 2 [b]
1	*"WARMS" (INFORMALIZES) THE CLIMATE:* Tends to open up and/or eliminate the tension of the situation; praises or encourages the action, behavior, comments, ideas, and/or contributions of another; jokes that release tension not at the expense of others; accepts and clarifies the feeling tone of another in a friendly manner (feelings may be positive or negative; predicting or recalling the feelings of another are included).	11
2	*ACCEPTS:* Accepts the action, behavior, comments, ideas, and/or contributions of another; *positive reinforcement* of these.	12
3	*AMPLIFIES THE CONTRIBUTIONS OF ANOTHER:* Asks for clarification of, builds on, and/or develops the action, behavior, comments, ideas and/or contributions of another.	13
4	*ELICITS:* Asks a question or requests information about the content subject, or procedure being considered with the intent that another should answer (respond).	14
5	*RESPONDS:* Gives direct answer or response to questions or requests for information that are initiated by another; includes answers to one's own questions.	15
6	*INITIATES:* Presents facts, information, and/or opinion concerning the content, subject, or procedures being considered that are self-initiated; expresses one's own ideas; lectures (includes rhetorical questions — not intended to be answered).	16
7	*DIRECTS:* Gives directions, instructions, order, and/or assignments to which another is expected to comply.	17
8	*CORRECTS:* Tells another that his answer or behavior is inappropriate or incorrect.	18
9	*"COOLS" (FORMALIZES) THE CLIMATE:* Makes statements intended to modify the behavior of another from an inappropriate to an appropriate pattern; may tend to create a certain amount of tension (i.e., bawling out someone, exercising authority in order to gain or maintain control of the situation, rejecting or criticizing the opinion or judgment of another).	19
10	*SILENCE OR CONFUSION:* Pauses, short perods of silence, and periods of confusion in which communication cannot be understood by the observer.	10

[a] Category numbers assigned to Teacher Talk when used in classroom situation.
[b] Category numbers assigned to Student Talk when used in classroom situation.

[1] Richard Ober *et al., op. cit.*

OBSERVATION SCHEDULE AND RECORD (OScAR)[1]

BEST COPY AVAILABLE

The OScAR is both a method of observing and a method of recording classroom behavior.

An oversimplification of the OScAR symbols is given below in order to give some idea of the OScAR Scale. Complete descriptions are found in the footnoted article or from the Maryland State Department of Education.

1. TM — Time
   No. of P — Number of pupils

2. Groups A, B, C, and D deal with such items
   A1 — Teacher works with individual pupil
   A2 — Teacher works with small group
   ↓
   A5 — Teacher ignores pupil's question
   ↓
   B1 — Teacher lectures
   B2 — Teacher reads, tells story
   ↓
   C1 — Teacher works at desk
   C2 — Teacher cleans, decorates room
   ↓
   C5 — Teacher leaves, enters room
   ↓
   D1 — Pupil reads, studies at seat
   D2 — Pupil writes, manipulates at seat
   ↓
   D9 — Pupil puts hand on head, etc.

3. Group E relates to pupil-to-pupil activity

4. Group F relates to miscellaneous activities by the pupil

5. Group G relates to classroom organization (grouping)

6. Groups L-R relate to materials

7. Group S relates to signs, such as teacher moves freely, pupils move freely, etc.

8. The back side of the card shows the time spent in the subject matter area.

[1] Donald M. Medley and Harold E. Mitzel, *op. cit.*, pp. 86-92.

OBSERVATION SCHEDULE AND RECORD (OScAR)*

BEST COPY AVAILABLE

Tm_____ No. P._____

Groups A, B, C

Tot	I	III	V
A0 (TP • PT)	X	X	X
A1 T Wks W Ind P			
A2 T Wks W Sm Gp			
A3 T Qu, P Ans			
A4 T Ans P Qu			
A5 T Ign P Qu			
A6 T Lds Sng, Ex, Gm			
B0 (TP)	X	X	X
B1 T Lctrs			
B2 T Rds, Tls Sty			
B3 T Tks, To Cls			
B4 T Illus at Bd			
B5 T Illus at Mp, Cht			
B6 T Dmstrs			
B7 T Shws Fm, Sld, Plys Rod			
B8 T Pss Ppr, Bks			
C0 (T)	X	X	X
C1 T Wks at Dsk			
C2 T Clns, Dcrts Rm			
C3 T Wrts On, Dcrts Bd			
C4 T Tks to Cstr			
C5 T Lvs, Entrs Rm			
Check			

(Sns)	I	III	V	Tot
S2 T Mvs Frly				
S3 P Mvs Frly				
S5 T Cls P Dr, Etc				
S6 T Shws Afct F P				
S7 P Shws Afct F T				
S8 P Shws Hos T T				
S9 P Shws Hos T P				
S10 T Uses Srcsm				
S11 T Yls				
Check				

Groups D, E, F

	I	III	V	TOT
D0 (P)	X	X	X	
D1 P Rds, Stdys At St				
D2 P Wrts, Mnps At St				
D3 P Pnts, Cts, Drws, Etc				
D4 P Wks at Bd				
D5 P Dcrts Rm, Bd				
D6 P Clns Rm, Bd				
D7 P Rsts, Has Snk				
D8 P Lvs, Entrs Rm				
D9 P Pts Hnds on Hd, Etc				
E0 (PP)	X	X	X	
E1 P Tks to Grp				
E2 P Rcts				
E3 P Rpts, Gvs Prpd Tk				
E4 P Rds Ald				
E5 P Dmstrs, Illus				
E6 P Gvs Skt, Ply				
E7 P Sngs, Pl Instr				
E8 P Plys Gm				
E9 P Interps				
E10 P Lds Cls				
F0 (PM)	X	X	X	
F1 P Ign T Qu				
F2 P Scfls, Fts				
F3 P Wsprs				
F4 P Lghs				
F5 P Pss Ppr, Bks, Mlk				
F6 P Tks to Vstr				
Check				

Tot	I	III	V	Soc (Gpg) Adm	I	III	V	Tot
				G1 At 1st ½ Cl in Gp W T				
				G2 At 1st ½ Cl in Gp W/O T				
				G3 4 P to ½ Cl in Gp W T				
				G4 4 P to ½ Cl in Gp W/O T				
				G5 2-3 P in Gp W T				
				G6 2-3 P in Gp W/O T				
				G7 P As Ind				
				Check				

*Donald M. Medley and Harold E. Mitzell, "A Technique for Measuring Classroom Behavior," Unpublished study. The College of the City of New York.

BEST COPY AVAILABLE

TOT	I	III	V	T (Mtls) P	I	III	V	TOT
				L1 Blbd				
				L2 Mp, Cht, pctr				
				L3 Sld, Fm, etc				
				M Audio aid				
				N5 Obj				
				N6 Spec tchg aid				
				O No Mtls				
				P1 Txt, Wkbk				
				P2 Supl Rdg Mtr				
				Q Wrtg				
				R Hcft, Art				
				Check				

	II	IV	VI	Tot
K1				
K2				
K3				
K4				
K5				
K6				
K7				
K8				
CHK				

H. Rep	11.TI	12.PD	13.TR

J1.DO	J2.NL	J3.RP

Tot	II	IV	VI	(Sbj)	I	III	V	Tot
				T1 Rdg				
				T2 Math				
				T3 Lang Arts				
				T4 Soc St				
				T5 Science				
				T6 Recreation				
				T7 Art, Crafts				
				T8 Music				
				T9 Soc Process				
				T10 Test				
				Check				

REMARKS

EXPLANATION:

K1 - Is the number of teacher smiles (or other gestures or expressions considered to be pupil supportive) observed.

K2 - Is the proportion of all statements tallied that were classified as expressing praise, approval, etc.

K3 - Is the total number of statements made by the teacher classified as neutral in emotional tone and presenting or discussing a problem.

K4 - Miscellaneous (This is the only description of this item available at this time).

K5 - Is the number of teacher statements tallied as giving directions.

K6 - Is the proportion of all statements made by the teacher which were classified as critical of pupils or belittling (as, "What was wrong" or "Can't you keep quiet?").

K7 - Is the total number of frowns, scowls, and the like that the teacher exhibited.

K8 - Is the number of times the teacher asserts his authority to establish or to maintain order.

BIBLIOGRAPHY

BEST COPY AVAILABLE

Andrews, L. O. *Student Teaching.* New York: Center for Applied Research in Education, 1964.

Bennie, William A. *Supervising Clinical Experiences in the Classroom.* New York: Harper and Row, 1972.

Briggs, Kenneth, *Teaching in the 70's.* Kendall/Hunt Publishing Company, Dubuque, Iowa, 1971.

Combs, Arthur W. *The Professional Education of Teachers: A Perceptual View of Teacher Education.* Boston: Allyn and Bacon, Inc., 1965.

Cruickshank, Donald. *Simulation as an Instructional Alternative in Teacher Preparation.* Washington, D.C.: Association of Teacher Educators, 1971.

James, Helen. "Attitude and Attitude Change: Its Influence Upon Teaching Behavior." *Journal of Research in Science Teaching,* VIII, 1971, 351-5.

Johnson, Jim and Perry, Floyd. *Readings in Student Teaching.* Dubuque, Iowa: William Brown Book Co., 1969.

Kahn, Paul. "The Student Teacher Also Serves." *Peabody Journal of Education* (January 1971), 177-9.

Long, Bruce E. "A Guide for the Supervising Teacher." *Clearing House,* (November 1971), 141-4, 178-82.

Perrodin, Alex F. *The Student Teacher's Reader.* Chicago, Illinois: Rand McNally and Co., 1966.

Smith, B. Othanel. *Teachers for the Real World.* Washington, D.C.: The American Association of Colleges for Teacher Education, 1968.

Smith, Brooks, Olsen, Hans, and Johnson, Patrick. *Partnership in Teacher Education.* Washington, D.C.: The American Association of Colleges for Teacher Education. 1966.

Stratemeyer, Florence and Lindsey, Margaret. *Working with Student Teachers.* New York: Bureau of Publications, Teachers College, Columbia University, 1958.

Tanruther, Edgar M. *Clinical Experiences in Teaching for the Student Teacher or Intern.* New York: Dodd, Mead and Co., 1968.

Young, James H., "Authoritarianism in Elementary Student Teachers and Their Supervising Teachers." *Journal of Teacher Education,* (Spring 1971), 70-71.